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in the latter days of his career as Imperial Chancellor, revived the prejudice in order to use it as a tool to discredit the National Liberal Party in the Reichstag. This revival tended to center around the newer doctrines of race and nationality but otherwise did not differ from the earlier expression. The prestige of Prussia made her an example to be imitated in this as in other respects by the remainder of the German Empire. Germany being the ideal for the reconstruction of the most of the other European states, her Jewish hatred was imitated by the others. Even in England and America there was a revival of the anti-Jewish feeling.

The peculiar practices and beliefs of the Jews, the fact that they are aliens in most Western lands, and the fact that their characteristic physical appearance makes their identification as of a different race comparatively easy, are important, in Dr. Jacobs' opinion, only in accounting for the ease with which anti-Jewish sentiment spreads. These things form a nucleus about which the sentiment can crystallize but are in no sense an explanation of the sentiment itself. That is a creation of the upper and ruling classes and persists among the people because it is supported by the opinions of men above them. It is not due to any difference in racial temperaments. It is a purely artificial thing and throughout the ages has been propagated "as a part of political and ecclesiastical policy."

As disguised propaganda designed to foster a nationalistic or racial sentiment in a disintegrating religious sect the book is particularly well done. As a side-light on Jewish psychology it is not without its points of value to the student of social and race psychology. As a scientific study the book is not valuable.

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The Gary Schools, a General Account. By ABRAHAM FLEXNER and FRANK P. BACHMAN, General Education Board, New York, 1918.

Careful study of this summary of a searching but dispassionate survey of the Gary schools will have a sobering effect on the rapidly increasing group of persons who turn to educational reforms for effective means of reconstructing a war-wrecked world. The demand that a fine equipment, an ingenious organization, and an exceptionally sound adjustment of the curriculum to social needs and to child psychology shall be supplemented by a capacity for "taking infinite pains" in caring

for administrative details is a challenge to perfection which must prove stimulating to conscientious educators.

Credit is given, in this audit of the Gary school system, for the development of a type of organization which permits the instruction of a maximum number of children in a plant having modern facilities, and for consistent efforts to develop through school life the characteristics desirable in citizens of a democracy. A person familiar with the deadening round of the average public school class room will find high praise in the authors' declaration: "Gary appeals to the co-operative spirit, relies on it, believes in it, gives it something to do—at times perhaps unwisely and to excess. In any event the schools are rich in color and movement, they are places where children live as well as learn, places where children obtain educational values, not only through books, but through genuine life-activities. The Gary schools make a point not only of the well-known measurable abilities, but of happiness and appreciation which cannot be measured even though they may be sensed."

Is it possible to retain this spontaneity and freedom for personal initiative on the part of both teachers and pupils and at the same time to give the disciplinary supervision which will result in a mastery of the tools of learning, exactness in the execution of details of necessary tasks, and such perfection of output as will be demanded in the world's markets? Here we have the familiar problem which has been the central theme of Goethe's *Wilhelm Meister* and of innumerable other educational treatises. The Gary experiment has attracted attention largely because of the belief that no previous scheme adapted to conditions in our public schools has offered such possibilities for balancing these conflicting interests. Weaknesses revealed by the investigation are charged to failures in execution rather than to lack of soundness in the plans of organization.

Greater central control is proposed as a remedy for the dead and mechanical classroom instruction, for the failure to teach thoroughly the common branches, for the slovenly standards in industrial work, and for the wasteful irregularities in details of school administration. Discretion in applying this remedy will be necessary, since in dealing with teachers as with pupils care should be given to the preservation of democratic ideals, enthusiasm, and personal initiative. A sounder but less immediate remedy is suggested by the reports of the investigators of satisfactory results obtained by teachers with an intelligent grasp of the educational principles of the plan, and with ability in applying

them to existing conditions. The reform of a man must begin with his grandfather; until our schools and colleges raise up a new generation of teachers accustomed to more vital relationships with their social and natural environments, we must strive toward, but cannot hope to realize fully the educational ideals set forth in this stimulating report of an experiment whose theoretical basis entitles it to the enthusiastic endorsement of sociologists.

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Forced Movements, Tropisms, and Animal Conduct. By JACQUES LOEB. Philadelphia: J. B. Lippincott Co., 1918. Pp. 209. 1918. \$2.50.

Loeb develops in his work his well-known theory of tropisms, discussing seven different types of forced movements, but giving most space to heliotropisms. Examples are drawn almost wholly from lower animal forms. He makes instincts and tropisms identical. Tropisms are the result of the directive influence of the hormones and the associated memory images. The implication, therefore, would be that instincts may be acquired as well as inherited. There is a strong insistence everywhere in the book upon the biophysical and the biochemical viewpoints. The illusion of free will is due to the multiplicity of associative memory images in man which constantly modify or reconstitute his tropistic equipment and thus make long-time prediction of activities impossible. His explanation of the method and function of associative memory makes it easy to indicate the acquired elements in activities formerly held by the biologists and many sociologists to be matters of inheritance. Thus the so-called reproductive instinct in action represents a combination of the effects of hormones (inherited) and associative memory (acquired) working out tropistically. He also shows that opposition to incest and sex perversion are the results of associative memory images. Consequently, they must be acquired rather than inherited dispositions, contrary to the older popular views. Even the complex "instinct" by which the wasp stings the caterpillar and returns with it to a hole previously prepared—one of the triumphant examples of the biological interpretationists or instinctivists—is based upon associative memory and therefore cannot be an inherited mechanism.

These interpretations are of very great importance to the social psychologist of the future. Two consequences of Loeb's reasoning